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ABSTRACT

This report describes, provides demographic data for, and evaluates the success of a Spanish bilingual/bicultural education program carried out at Bushwick High School, Brooklyn, New York. The program, which served 254 students in grades 9 through 11 in 1980-81, emphasizes the attainment of minimum competency in basic skills. Participants receive instruction in Spanish language and culture; bilingual instruction in science, social studies, and math; and English as a second language and English reading classes. The bilingual program participants also take mainstream classes in art, music, physical education, and, as their proficiency allows, industrial arts and business. The noninstructional aspect of the program includes components on curriculum development, supportive services, staff development, parental and community involvement, and administration and supervision. For the 1980-81 school year, program participants' attendance, performance, and achievement either equalled or surpassed those of the general school population, a finding which is said to relate to high staff competence and morale and good program design. A number of recommendations for program improvement are offered in the report. (GC)

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008006170

Project Number: 5001-56-17633

BUSHWICK HIGH SCHOOL — Principal: Louis Santiago

BILINGUAL/BICULTURAL PROGRAM: — Coordinator: Harold J. Clines

"A WARM WELCOME"

1980-1981

Prepared by the
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BUSHWICK HIGH SCHOOL
BILINGUAL/BICULTURAL PROGRAM: "A WARM WELCOME"

Location:	400 Irving Avenue, Brooklyn, New York
Target Language:	Spanish
Year of Operation:	1980-1981
Participants:	Approximately 250 Students in Grades 9 - 11
Principal:	Louis Santiago
Program Coordinator:	Harold J. Clines

I. DEMOGRAPHIC CONTEXT

Bushwick High School is located at the northern edge of the Bedford Stuyvesant section of Brooklyn, in the Bushwick area, which is very depressed economically and socially. High crime rates, substance abuse, arson, abandoned buildings, unemployment, and poor health are all problems here. Housing is mostly run-down and overcrowded; in some cases it is virtually unlivable. There is also a lack of business and industry, and thus of job opportunities, in the area. The school serves a multi-racial and multi-ethnic lower working-class population, with students from the Williamsburgh, Bedford-Stuyvesant, and parts of the East New York section of the borough as well as Bushwick itself. It is located not far from an elevated subway station which provides access to the neighborhood for many of the students.

The attendance area of the school has a population which is approximately 63 percent Hispanic and 34 percent black; almost all households are in the low socio-economic category. Many recently arrived families from

Central America, the Caribbean Islands, and South America settle here. Since the area as a whole is Spanish-dominant, many Hispanic students have little need to use English within the community. A tendency for Bushwick residents to lead a community-based life, with relatively few trips to other areas of the city, further reduces the need for English.

The deterioration of housing in the area has a direct impact on the school. The high mobility of its population is reflected in the fact that Bushwick High School replaces 1,000 students per year with new students, or over 33 percent of the total school population of 2,700. Students disappear, moving back to their native country or on to better neighborhoods. This is one of the special problems of the community which disproportionately affects the Bilingual/Bicultural Program.

The principal also commented on this instability as a problem for the program and for the school as a whole. He regretted that staff were unable to see "an end product" for their efforts in many cases. He also said that at times when an attempt had been made to locate a student subsequently reported as "not found," not even the building in which that student had lived was there any more.

Bushwick High School itself blends into this neighborhood setting. The school building is not new, and has an institutional aspect. Armed security personnel greet the visitor, and the memory of a teacher who died this year, after he intervened in a quarrel and was struck by a student, is still fresh. Yet Amis, Friends, Amigos, a school publication

given to new students of limited English proficiency, says the following:

> Your first impression of Bushwick High School might not be a good one if you only consider the building. It might appear to be a cold place. But when you meet the people, you will find them to be very warm and friendly. Students who speak another language or come from another country, find a family here.

These sentences communicate one important aspect of the relationship of Bushwick's bilingual program to its context: within a strange and perhaps at first forbidding setting, it does attempt to provide "a warm welcome" which will foster the education of its participants. In the initial orientation process the students themselves provide a major resource for the newcomers, both through the Friendship Club and also more informally. The aim is to have the students not only get to know each other better, but to help each other succeed. Another positive way in which the program relates to its context is through the committment of the program coordinator to the neighborhood of which he is a long-time resident. He is a neighbor of some of the program's students, and is active in a church which other students attend. The continuity which this provides is extended by other program staff who live in the area. For example, the educational assistant is a 1978 graduate of Bushwick High School.

II. STUDENT CHARACTERISTICS

The school population is similar to that of the larger community in its ethnic and racial composition. In 1976-77 the Hispanic population of the school was 63.0 percent, of which 11.6 percent were designated as "other than Puerto Rican." The balance of the students were 33.6 percent black, 0.3 percent Oriental and 3.3 percent other. For the same year, the social and economic stability of the population was described by the following statistics: 61.1 percent of the students received free lunch, and the number of students in the district receiving Norm Aid to Dependent Children was 3,642. This year the school is 66 percent Hispanic, 33 percent black, and has only 30 students who are non-Hispanic whites or Orientals (less than 1 percent).

Over 80 percent of Bushwick's students received free lunch this year and it is likely that an even higher percentage of program students were eligible. Along with the increase in Hispanics, and virtual disappearance of non-Hispanic white students, another significant change over the past several years has been the decrease in the proportion of Puerto Ricans within the Hispanic population to less than 50 percent. About 40 percent of this population is estimated to be Dominican, the next largest group, with the remainder from Ecuador, Colombia, El Salvador, Honduras, and other countries. These proportions are similar in the target population of the Bilingual/Bicultural Program, as shown in Table 2, below. Table 1 shows home languages of students in the school as a whole.

Table 1. Home languages of students in the school as a whole.

LANGUAGE	NO. STUDENTS	% TOTAL ENROLLMENT	% LEP
Spanish_	1,528	62%	16%
French	14	less than 1%	100%
Chinese	4	less than 1%	100%
Other	3	less than 1%	100%
English	886	36%	0%

As shown in Table 1, the students served by the program represent 100 percent of the Spanish dominant LEP students at Bushwick High School, and 92 percent of its total LEP population. The remaining LEP students participate in E.S.L. classes.

Table 2. Number of program students by country of birth.

COUNTRY OF BIRTH	NUMBER	PERCENTAGE
Puerto Rico	115	45.3
Dominican Republic	80	31.5
Ecuador	23	9.1
Honduras	7	2.8
Colombia	6	2.4
El Salvador	5	2.0
Guatemala	5	2.0
Nicaragua	5	2.0
U.S.A	4	1.6
Costa Rica	2	.8
Bolivia	1	.4
Panama	1	.4
Total	254	100%

The Bushwick High School Bilingual/Bicultural Program provided bilingual/bicultural educational services to approximately 250 students of Hispanic backgrounds who are not English language dominant. As Table 2 shows, almost all students are foreign-born; about 70 percent of these are newly arrived. The remaining 30 percent come to Bushwick from the intermediate schools in the district. Because some students received virtually no schooling in their native country, while others attended excellent schools,

the range of literacy in the native language is great: from illiterate to very proficient. However, most do have basic competency in Spanish. In English, the range of proficiency is also great: students are placed on all levels from elementary to advanced-transitional E.S.L. Here, a larger proportion are at the lower skill levels. Some college bound students participate at the highest level in content-area courses, while other program members need remedial work.

An important aspect of the educational history of students in the program is that many have suffered interrupted schooling. In addition, because of the lack of educational opportunities in their countries of origin, they may have received fewer years of education than their grade level would indicate. Table 3 below shows the distribution of bilingual program students by age and grade.

According to Table 3, based on program records of student birth dates, 79 percent of the program students are overage for their grade. The proportion of overage students ranges from 68 percent in grade eleven to 87 percent in grade nine. The fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, and whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, since it has implications for their ability to acquire oral and literacy skills in English. It is also possible that their willingness and ability to remain in school at all is affected, creating additional

Table 3. Number of students by age and grade.*

Age	Grade 9	Grade 10	Grade 11	Total
14	2			2
15	14	1		15
16	43	16	2	61
17	29	19	17	65
18	23	22	21	66
19	7	8	15	30
20	1	5	3	9
21	1		1	2
22		1	1	2
Total	120	72	60	252
Overage Students: Number	104	55	41	200
Percentage	87%	76%	68%	79%

* Shaded boxes indicate the expected age range for each grade.

motivational problems. Such students may be under increasing pressure to leave school and contribute to family income, for example.

Determination of eligibility for participation in the Bilingual/Bicultural Program is based on performance below the twenty-first percentile on the Language Assessment Battery (LAB) together with a higher score on the Spanish Language Assessment Battery (SLAB). A school-modified version of

the Criterion Referenced English Syntax Test (CREST) is also given, and a profile sheet detailing such information as years of English studied, where studied, etc., is used in placement. Although time does not permit a personal interview with each student at the beginning of the school year, the testing coordinator does see every student in the course of the year. At this interview oral abilities are assessed.

Table 4. Number and percentages of students by sex and grade.

GRADE	MALE N	PERCENT OF GRADE	FEMALE N	PERCENT OF GRADE	TOTAL N	PERCENT OF ALL STUDENTS
9	65	54%	55	46%	120	48%
10	38	53%	34	47%	72	28%
11	7	45%	33	55%	60	24%
TOTAL	130	52%	122	48%	252	100%

Table 4, above, shows the number and percentage of students by sex and grade. In many high schools girls outnumber boys, due to a number of academic, economic, and cultural factors which have a differential impact on girls and boys. Within Bushwick High School as a whole, there are 49 percent male students, and 51 percent female, a relatively balanced population. For Bushwick's bilingualprogram, there were a total of 130 boys served within the program, and 122 girls, so that the sexes were represented in nearly equal proportions, with slightly more boys. However, as is consistent with patterns found in other schools, the proportion of boys steadily decreases from grade nine to eleven, suggesting that more boys leave the program and/or

school than do girls. In support of this analysis, data collected at the very end of the school year indicated that of 171 students remaining in the program, there were 96 girls (56 percent) and only 75 boys (44 percent).

It is also notable that there are twice as many students in grade nine as there are in grade eleven, with a very sharp drop after grade nine. In grade eleven, the program lost only thirteen students in 1980-81, as shown by Table 5, Students leaving the program: reason and grade. All of these results indicate areas which need more complete understanding, but whose potential impact on programs for bilingual students is clear. At Bushwick, for example the program is already attempting to give special attention to its ninth graders, who are more numerous and more at risk academically. In addition, the strong emphasis on careers is well suited to an older student population.

Table 5. Number of students leaving the program.

REASON FOR LEAVING	GRADE 9	GRADE 10	GRADE 11	TOTAL
Fully mainstreamed			1	1
Transferred to another program	11	6	3	20
Returned to native country	7	2	2	11
Discharged (marriage)	1			1
Discharged (reason unknown)	8	5		13
Truant	4			4
Other	11	12	7	30
TOTAL	42	25	13	80

III. PROGRAM DESCRIPTION-OVERVIEW

The Bushwick High School Bilingual/Bicultural Program offers instructional and supportive services to ninth-, tenth-, and eleventh-grade non-English dominant students. Emphasis is placed on the ninth, and to a lesser degree, the tenth grade, since it is here that the greatest need is felt to exist. There is also a proportionally greater number of students in these grades. The overall philosophy, as articulated by the program coordinator, is "to give students the basic competency they need both to fulfill high school diploma requirements and to succeed in the mainstream as quickly as possible, to enable them to identify and prepare for appropriate careers, and to build upon and enhance their cultural heritage and personal strengths." This philosophy appears to be fully shared by other program staff, and by the school administration.

The program is in its first year of a three year funding cycle. It is the logical complement to an earlier five year program, which enabled Bushwick to build a solid basic bilingual curriculum. This new program, however, is attempting to meet needs which have not been adequately met before, especially in the area of career training.

IV. INSTRUCTIONAL COMPONENT

Bushwick's Bilingual/Bicultural Program emphasizes the attainment of minimum competency in basic skills. The acronym incorporated into the program's title--WARM--suggests the areas it emphasizes: writing, reading, and mathematics. The "A" stands for "aim": providing the skills and motivation necessary for students to seek productive and fulfilling career goals is of central importance not only to the staff who offer supportive services, but also to those implementing the instructional component.

Participants in the program receive instruction in Spanish language and culture, with courses for those who are non-readers, or are semi-literate in Spanish, constituting the lower levels (1-4) of the regular Spanish for Native Speakers curriculum. Program participants also receive bilingual instruction in science, social studies, and math; study English as a second language (E.S.L.); and, are required to take an additional English (reading) class. As their proficiency allows, students may also participate in other mainstream classes including industrial arts and business courses. In their art, music, and physical education classes, all program students are integrated with mainstream students.

Many factors foster the program's integration with the school as a whole. In the middle of this year, a new principal took over the administration of the school; he is an energetic man who shows a great deal of interest in the program and lends it his support. He has also given the program some badly needed additional space. The assistant principals supervise the bilingual teachers adminstratively and pedagogically, and also work very closely with the program coordinator. Bilingual materials are kept within

the appropriate subject departments. Bilingual guidance too takes place within the mainstream guidance area. Mainstream teachers support the program, and are eager to have its students in their classes. The program is seen as a strong asset to the school.

Minor problem areas do exist however. According to project staff, the fact that bilingual students tend to outperform others has been a sore point for a few of the mainstream staff. It is less clear whether any mainstream students share such feelings. On the other hand, program staff would see some room for improvement in the sensitivity of mainstream teachers with program students. Because a generally favorable attitude towards the program prevails, these situations do not seem to create any real difficulties. Nevertheless the principal is eager to facilitate even better communication between the program and the school as a whole, and program staff are in agreement with this goal.

Careers are also a unifying theme throughout the program curriculum. Vocational material is presented in science, math, and social studies classes. In the Spanish for Native Speakers component, the series of multi-media kits entitled Careers for Bilinguals: Carreras Para Bilingues is used with great success, according to the program coordinator. An appreciation of vocational advantages of the truly bilingual and bicultural student is taught through these materials, and is strongly emphasized throughout the program. This is one aspect of the program's stress on the contribution which the student's native culture and heritage can make, and shows how the study of native cultures is incorporated into the curriculum's content areas.

Biculturalism is also reflected in the way mathematics is presented to the students, as a kind of "universal language" which can tie people of many linguistic and cultural backgrounds together.

The stated philosophy of the program is that English is used as the language of instruction, except when Spanish is necessary to allow the students to progress academically at the same pace as mainstream students. In general, classes intended for ninth-grade students are to have about 25 percent use of English, classes for tenth-grade students about 50 percent use of English, and classes for eleventh-grade students about 75 percent use of English. Allowances are made, however, for individual programming and other exigencies that often cause students of different levels of English proficiency to be in the same class. There are many more students at the ninth-grade level, so that the reported percentages of Spanish language instruction, as shown in Table 6, below, tend to be higher than the percentages given above. According to these statistics, there is much greater use of English in the more advanced classes (about 50 percent) and in special areas such as typing and guitar (up to 80 percent), although in one class observed by the evaluator, the lively student participation was entirely in Spanish. The teacher here also used more Spanish than English. However, since all students take a minimum of 10 hours of English language instruction a week, and enrollment in mainstream courses is a popular option, exposure to English appears to be at a level consistent with the program goals.

Tables 6, 7, and 8 which follow show the bilingual and mainstream courses in which program students participate and the sources of funding for the instructional staff of the program components.

Table 6. Bilingual classes.*

INSTRUCTIONAL COMPONENT	NO. CLASSES FALL	NO. CLASSES SPRING	AVERAGE CLASS REGISTER	% SPANISH INSTRUCTION** (AVERAGE)	PERIODS WEEK	STAFF TEACHERS***	STAFF PARAS	N.L. APPROPRIATE MATERIALS
Spanish for Native Speakers	8	9	21	100	5	2	1/2	yes
Math	6	5	28	75	5	1	1/2	yes
Science	3	4	27	64	5	1	0	yes
Social Studies	4	3	29	77	5	1	0	yes
Guitar	1	0	29	25	5	1	0	yes
Typing	2	0	31	20	5	1	0	yes

* A complete list of native language arts and content-area courses appears in the appendices.

** Varies within content area, with a greater percentage of Spanish being used in the lower level classes.

*** Rounded up to nearest integer value.

Table 7. Participation in non-bilingual classes*.

INSTRUCTIONAL COMPONENT	STUDENT ENROLLMENT		SELECTION CRITERIA
	Fall	Spring	
E.S.L. I - V **	All Students		Required
English T1 - T4	All Students		Required
Other English	31	91	Qualified and Best Available Choice
Spanish	7	15	Qualified and Best Available Choice
Math/ Business Arithmetic	17	29	Qualified and Best Available Choice
Recordkeeping/ Typing	13	52	Qualified and Best Available Choice
Social Studies	1	12	Qualified and Best Available Choice
Fine & Applied Arts	55	58	Qualified and Best Available Choice
Music	7	28	Qualified and Best Available Choice
Shop	2	2	Qualified and Best Available Choice
Physical Education	All Students		Required

* All classes meet five periods a week, except for E.S.L. I and E.S.L. II, which meet ten periods a week.

** A complete list of E.S.L. classes appears in the appendices.

Table 8. Instructional personnel: funding sources.

Fall Term

INSTRUCTIONAL COMPONENTS	FUNDING SOURCES	NUMBER OF PERSONNEL: TEACHERS	PARAPROFESSIONALS
E.S.L.	Title I/PSEN Title VII	3.0	.66 .50
Reading (English)	Tax-Levy	1.0	
Native Language (Spanish)	Title I/PSEN Tax-Levy	.8 .4, .4	.166
Math	Tax-Levy Title VII	.4, .8	.50
Social Studies	Tax-Levy	.8	
Science	Tax-Levy	.6	
Bilingual Guitar I	Tax-Levy Title I/PSEN	.2	.166
Bilingual Typing	Tax-Levy	.4	
Total		9.0	2.0

Spring Term

E.S.L.	Title I/PSEN Title VII	2.8	.66 .50
Reading (English)	Tax-Levy	.4, .6	
Native Language (Spanish)	Title I/PSEN Tax-Levy	1.0 .4, .2, .2	.33
Math	Tax-Levy Title VII	1.0	.50
Social Studies	Tax-Levy	.6	
Science	Tax-Levy	.8	
Total		8.0	2.0

It is noteworthy that E.S.L. instruction plays a central role in the instructional design, with its stress on the relationship of the skills and goals acquired in each class, and the teaching of basic skills within content areas. Intensive E.S.L. instruction is given for two periods a day on the elementary level, and one period a day on the intermediate and advanced-transitional level. The program coordinator stated that double periods for E.S.L. 3 and 4 would also be programmed if funding cutbacks did not preclude this. As Table 7 indicates, all program students were taking one E.S.L. class and one other English course every day. Many were also taking a third mainstream English course. There is strong emphasis on helping those who are required to do so to pass the Regents Competency Tests in reading and writing, but basic competencies are a goal for all students. Career-related instruction is another very important component of the E.S.L. curriculum.

Here are specific ways in which the E.S.L. teachers are expected to participate in the program, as outlined in a memorandum to them from the program director:

1) Prepare the students for the reading and writing Regents Competency Tests.

2) Include material related to career awareness, education, exploration, and guidance. Emphasize especially the career-related experiences in which the students are involved elsewhere.

3) In E.S.L. 1 and 2, an entire period daily must be based on the theme of careers.

4) Reflect the bicultural aspects of the program, for language and culture are inseparable. An appreciation of their own language and culture will help the students adjust better to a new language and culture.

5) Help the students cope with life in Bushwick High School. Put special emphasis on skills needed to succeed in other classes, especially in mathematics classes and on the mathematics Regents Competency Test in English. Also emphasize the ability to understand and use the guidance and other services offered by Bushwick High School and the ability to understand and fill out application forms for college and employment.

Similar memoranda were also sent to bilingual teachers in all the other content areas.

Within these specific content areas, the curriculum in use in bilingual classes is shown in Table 9. Additional information on these components may be found in Table 6, Bilingual Classes.

Table 9. Curriculum in use by component.

COMPONENT	CURRICULUM
Spanish for Natives	Remediation, Literature, Native Culture
Math	Fundamentals, Algebra
Science	General Science (Biology, Physics, Earth Science), Regents Biology, Biology Fundamentals
Social Studies	Economics, World History, American Studies

Students are placed within the program, as was indicated in Section II, according to a variety of criteria: LAB and SLAB scores, a school modified version of the Criterion Referenced English Syntax Test (CREST), school-created math tests, student profile sheets, oral abilities assessment, and personal interview data. The program is designed to reflect the characteristics of a population which is quite diverse in terms of linguistic and content-area competence; it is very individualized. Each student meets with a grade advisor at least twice a year, and to a large extent determines his or her own program. Changes can be made if the work seems too difficult or too easy. Program students carry heavier programs than those in the mainstream, since they are required to take E.S.L. in addition to five major subjects.

Mainstreaming before the completion of the eleventh grade is encouraged by the program and is recommended when courses have been successfully completed at grade level, and the student has mastered E.S.L. Level VI. However, almost no students are fully mainstreamed. A checkpoint exists at the end of the tenth grade, when partial mainstreaming is common for a student demonstrating fairly good English skills and strong subject skills. In addition to the required mainstream English class, many students take at least one additional content-area course in English; some, mainly eleventh-grade students, take two or more such courses. Students are encouraged to participate to the limit of their ability, thus gaining career orientation and tools necessary for academic success. At the end of the eleventh grade, all students are mainstreamed.

There are only a very few students who have completed E.S.L., but continue to receive content-area instruction in their native language. A more common situation is one in which a fully mainstreamed student continues to identify with the program and return for supportive services on an informal basis (since no funding is provided for this), or to give support and information to those still within the program.

Parents must be involved in the decision to mainstream a student; parental consent is required, and, indeed, a student must be mainstreamed if his parents request it. According to the coordinator, program parents for the most part encourage mainstreaming to the degree which the school recommends and some request it before it is recommended. A small minority are resistant, preferring that their children continue to have all their course work in Spanish.

The students, on the other hand, while they may be apprehensive, tend to succeed in the mainstream. The first wholly mainstream program is planned in conjunction with the program staff. After that, a student's teachers, counselors, and the assistant principals often refer to program personnel, who tend to retain informal contacts with their former students. In fact, successful mainstreamed students have become a resource in answering questions which the families of students still within the program may have about the mainstreaming process.

V. NON-INSTRUCTIONAL COMPONENT

An overview of the non-instructional component of Bushwick's Bilingual/Bicultural Program is given by Table 10, below:

Table 10. Non-instructional personnel: funding sources.

NON-INSTRUCTIONAL COMPONENT	FUNDING SOURCE(S)	PERSONNEL - TITLE	PERSONNEL - NUMBER
Curriculum Development*	Title VII	Curriculum Coordinator	1
Supportive Services	Title I	Grade Advisor**	1
Staff Development***	Title VII	Curriculum Coordinator	1
Parental and Community Involvement	Title VII	Family Assistant	1
Administration and Supervision	Title VII	Coordinator	1
Other	Title VII	Secretary	1

*This is done under the supervision of the appropriate assistant principal, and also involves tax-levy teachers, and Title I E.S.L. personnel.

**In the fall, one teacher funded by Title I spent a total of 2 periods per day as grade advisor. In the spring, this teacher spent 3 periods on grade advising each day.

***Note that there is only one curriculum coordinator, who is responsible for both staff development and curriculum development.

CURRICULUM DEVELOPMENT

Curriculum development in the 1980-1981 school year was concentrated in the area of career materials. These materials are currently in classroom use, and were made available to the evaluator. They are mainly appropriate for upper-level students, and will be reworked for younger students next year. The program also needs to develop an instrument for measuring career awareness and career-related skills which can effectively demonstrate growth in this area. The instrument used this year proved to be inadequate for the measurement of change. (See Section VI, Findings.)

Appropriate curricular materials are in place in every classroom of the program. The science teacher is making use of materials that she herself previously developed as a Title VII resource specialist at Bushwick High School. The program, through intensive research, was able to discover valuable classroom resources and purchased them through Title VII funds. These materials include a textbook entitled Speaking of Numbers, which combines instruction in E.S.L. and mathematics; sets of extremely effective instructional materials for E.S.L. classes from Newby Visualanguage, Inc.; the Oxford Picture Dictionary of American English (both the monolingual English and Spanish-English editions) with wall charts; a workbook entitled Math That Pays Off from Xerox Educational Publications; and audio-visual kits of the series entitled Job Opportunities For The 1980's from Guidance Associates. The city-wide Title I E.S.L. office also provided curricular materials for the program. The program shared curricular ideas with the Bureau of Educational and Vocational Guidance of the New York City Board of Education, especially in the realm of careers.

The program is aware of and wishes to make more use of other resource centers in support of curriculum development and other non-instructional activities. For example, contacts have been made with the New York City Board of Education Office of Educational Evaluation, and Bureau of Occupational and Vocational Guidance, as well as the Bilingual Vocational Service Center at New York University, the Title I Office, TESOL and NABE, the state and city Office of Bilingual Education, and the Office of Bilingual Education and Minority Language Affairs in Washington, D.C. Through the Bureau of Occupational and Vocational Guidance, career education trips were arranged to the S. & S. Corrugated Paper Machinery Company in Brooklyn, and to the Police Academy. In the future, trips which will give students information about white collar jobs, for example in computer programming and related areas, are planned. Program personnel also expressed a desire to contribute to as well as make use of other resource centers. They have indeed contributed to the SABE newsletter, and hope to share more information in the future.

The program itself has a small resource center, which it expects to expand.

SUPPORTIVE SERVICES

Supportive services is a vital component of the Bilingual/Bicultural Program. This year one part-time grade advisor, a bilingual guidance counselor, and one family assistant were assigned to this area. Career and college counseling for all 250 students in the program was the guidance counselor's main responsibility. In Bushwick's career-oriented environment this is an important activity in which all staff participate to some extent. The part-time

grade advisor who supplemented the activities of the bilingual guidance counselor proved to be a tremendous asset to the program, according to staff reports.

During the 1980-81 school year, the guidance counselor scheduled monthly group sessions to explore coping strategies for the problems of adjustment to the social and school systems in this culture. One special group problem addressed was that of students re-entering their families after living for years with grandparents or other relatives. The counselor and the program coordinator both pointed out that this was a common situation among bilingual students, and one that had received inadequate attention. About one-third of program students were estimated to be adjusting to a changed family situation as well as a new language, culture, and community.

The guidance counselor also moderated a panel discussion of adjustment to the college experience in which five former Bushwick bilingual students participated. Their present mastery of English, and ability to overcome many obstacles in order to pursue a higher education, greatly enhanced the self-confidence of program students who attended, according to staff members.

Private sessions with students and family members were frequently scheduled by the guidance staff to assist students with individual behavioral, personal, or familial problems. Students were identified for these private sessions by referrals from school personnel or by self-referral. The efforts of the excellent family assistant provided informal counseling support, and enabled home visits when needed. Normally the family assistant spent two days per week outside the school and she sometimes worked outside the normal school hours to accommodate the needs of working family members. Visits were also

made by the family assistant, the guidance counselor, and others, to a hospitalized student without relatives who was warmly supported during a long illness and provided with a rented television at the personal expense of Program staff.

The family assistant monitored attendance as another major component of her responsibilites. A computer system established at Bushwick was helpful: parents were automatically notified by letter whenever a student was absent, as well as when a non-passing grade was received on a report card. On the basis of teacher referrals, parental requests, and personal observations, home visits and telephone contacts were made during the school year in an attempt to resolve truancy, disciplinary, academic, and other problems where family co-operation was deemed to be important. These visits often culminated in agency referrals or suggestions for tutoring in weak academic areas. Students were able to avail themselves of Bushwick's Peer Tutoring Program, or "Homework Helpers," for example. Close contact with a number of supportive agencies was maintained, and the family assistant normally accompanied students who made their first contact with an outside agency. Among agencies utilized were the Bushwick-Ridgewood Mental Health Center; the Legal Aid Society; The Door, a multi-service youth agency; the Puerto Rican Family Institute; Bushwick Human Services, a part of Catholic Charities; and the New York State Division for Youth.

The family assistant worked closely with the guidance counselor, and kept careful logs of her activities. (These logs are reviewed at year-end by the assistant principal for guidance.) Before making home visits she reviewed

the student's file with the guidance counselor, and also discussed each visit afterward. She also participated when parents well known to her through prior contacts visited the guidance counselor.

The supportive services staff maintain an "open office" policy toward the students, and are extremely accessible. However, in situations where privacy is required it is sometimes hard to find. The guidance staff needs a small, quiet, and private area in which to work with students and parents when a crisis situation arises. This would help them to be even more effective in their work.

STAFF DEVELOPMENT

Staff development activities during the 1980-1981 school year took place both within and outside the school. Formal study by program staff included courses taken at Brooklyn College, New York University, the New School for Social Research, Queens College, Southampton College, and other institutions. This formal study involved seven of the professional staff members and one para-professional, who was working towards a B.A. degree. Subjects studied covered a range of professional interests from economics of education and educational supervision, through guidance, career planning, linguistics, fiction writing, Arabic, and photography. In addition, staff members participated in the Spring Conference of the American Association of Teachers of Spanish, a New York Title I E.S.L. Conference, the New York City State Title VII Conference on Proposal Writing, and a conference of the New York Academy of Sciences, among other activities. The curriculum coordinator also presented at a TESOL (Teachers of English to Speakers of Other Languages) convention.

Within the school, formal staff development consisted of a pre-service orientation, four parent-staff workshops and meetings, and E.S.L. demonstration lessons. In addition, all teachers attended their respective departmental meetings monthly with mainstream teachers, and the program coordinator stated that he and the curriculum coordinator and guidance counselor continually gave individual or small-group orientation, instruction, and advice to members of the program staff.

Before the pre-service orientation session, the project director, bilingual curriculum coordinator, and bilingual guidance counselor met with the appropriate assistant principals to explain the goals of the orientation sessions and receive feedback. The orientation itself which was attended by ten subject teachers was intended to familiarize teachers with the goals of the program, and explain how to incorporate the requirements of the new proposal into subject classes.

The combination of parents' meetings and workshops with staff meetings and workshops, and also with meetings of the Parents' Advisory Committee, was meant to create a "family" feeling and identification among all the participants in the program. These were particular goals for the staff:

--November, 1980: To acquaint staff members with innovative and highly effective instructional techniques, in particular, as regards the use of musical material to motivate and instruct students in English as a second language.

--December, 1980: To sensitize the staff members to native Christmas customs of Latin American students in our program and to enable the staff members to better incorporate this sensitivity in their lessons.

--March, 1981: To inform the staff of the supportive services available in the community for the students and their families.

--May, 1981: To sensitize the staff to the feelings and obstacles a new bilingual student feels as he or she enters Bushwick High School, and to suggest ways of alleviating the traumas.

The program coordinator stated that no formal needs assessment had been done, but that he recognized the need for a more intensive staff development effort within the program. During 1980-1981, he said, much staff development was done on an informal basis, but there would be more formal sessions planned for the following school year. The evaluator strongly recommended that this be done.

Title VII staff characteristics in regard to education and experience are given in Table 11 below. Of tax-levy teachers, only one, an E.S.L. teacher certified in Spanish, was teaching out of license.

Table 11. Title VII staff characteristics.

POSITION	EDUCATION	CERTIFICATION	YEARS OF EXPERIENCE MONOLINGUAL	E.S.L.	BILINGUAL
Program Coordinator	B.A., English M.A., English	N.Y.C.	22	15	5
Bilingual Curriculum Coordinator (spring)	B.A. French M.A. French M.S. Counseling Ph.D. Counseling	N.Y.C N.Y.S.	10	5	1
Bilingual Curriculum Coordinator (fall)	Ph.D. Candidate Linquistics	N.Y.C. N.Y.S.	0	6	3-1/2
Bilingual Guidance Counselor	B.A. French/Russian M.A. French M.A. Guidance	N.Y.C. N.Y.S.	15	3	1
Bilingual Grade Advisor	B.A. Education M.A. Special Ed.	N.Y.C. N.Y.S.	2	6	2
Family Assistant	Enrolled in B.A. Program College Bound Workshops		1	1	2
Educational Assistant	High School Graduate		0	6-1/2	6-1/2

PARENTAL AND COMMUNITY INVOLVEMENT

The Bilingual/Bicultural Program at Bushwick has continued to reach out to the traditionally uninvolved parent community, with limited, but encouraging success. The goal is to increase the parents' ability to help their children with school-related activites, and to understand their own importance and strengths in contributing to the program. One of the strongest components of this effort is the home visiting program conducted by the family assistant, discussed under Supportive Services, above.

This effort to bring the school to the family has been able, to some extent, to neutralize some of the factors which adversely affect parent participation: irregular work schedules, non-traditional family structure, home responsibilities, lack of money for travel and clothing, the dispersion of families in the area by fire, and the fear of travel through the neighborhood. Success is measured in part by the significant number of parents and other family members who contacted the family assistant for help.

Given the many problems which limit parent involvement, the strategy of holding "family" gatherings of parents, staff, and students had a positive effect. Another strategy has been to enlist the aid of the students in bringing their parents into the school.

Some activities in which parents participated included the school-wide Open School Day, Puerto Rico Discovery Week, Dominican Republic Day, Friendship Day, Pan American Week (at the Board of Education), and the Christmas parties. Parents also went along on several program trips, and some participated in an afternoon course which one of the bilingual science

teachers taught as preparation for taking the High School Equivalency Exam in Spanish.

The wider community is also made aware of the bilingual program through several channels. An after-school consumer education pilot project involving bilingual students and journalism students has taken the participants out into the neighborhood to speak to merchants and other local business people and also produced a newsletter for community distribution (see appendices). Career-oriented activities within the program have also led to trips and other activities in the community. For example, some students work as volunteers at a nearby hospital. In addition, the program is eager to bring more community people in to talk to students, and to serve as resources and role models for them. This is an effort which the principal actively supports and in which he participates.

AFFECTIVE DOMAIN

Positive student attitudes within the program, during a particularly trying and difficult year for Bushwick as a whole, were reflected in several ways. Attendance was above 81 percent, which is well above the school average of approximately 73 percent. (See Table 23 for comments on the significance of this data.) Although vandalism, substance abuse, and gang membership are all serious problems in the school as a whole, there was very little vandalism, and less than 10 suspensions this year. The drop out rate was greatest at the ninth-grade level, but still below the rate for the general school population. Although students will be mainstreamed before their senior year, it was hoped that about 75 percent will apply to college. In order to foster a high level of accomplishment and a positive self-concept among the

students, each week the bilingual program enters candidates in the school-wide Student of the Week contest. Several present or former program students have won this award.

Participation in extra-curricular activities both within the program and outside of it, was almost universal. Students joined Aspira, the program Friendship Club, the soccer team and other athletic teams, and Arista, which was headed by the curriculum coordinator. Students were very well-behaved on the program trips, and in general maintained a highly respectful attitude. The program director commented that program participants, especially girls, were often kept at home by strict and fearful parents, and had little opportunity for a social life of any kind outside of their families. However, since these families often allowed their children to attend school-sponsored activities such as Friendship Club meetings, these became even more important to the participants.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS AND FINDINGS

This section presents the assessment instruments and procedures, and test results of Bushwick students' achievement during 1980-1981.

Students were assessed in English language development, mastery of their native language Spanish, writing in English, mathematics, science, social studies, and career awareness. The instruments used were:

English as a second language--CREST (Criterion Referenced English Syntax Test, Levels I, II, and III)

Reading in Spanish--Interamerican Series, Prueba de Lectura [total reading, Levels 1 and 2, Forms A (pre-test) and B (post-test)]

Writing in English--Teacher-made individual student checklist

Mathematics--Teacher-made tests

Science--Teacher-made tests

Social Studies--Teacher-made tests

Career Awareness--Teacher-made tests

The following analysis were performed:

1) The statistical significance of differences in pre- and post-test Spanish reading achievement was determined from a correlated *t* test. This analysis tests whether these differences are larger than would be expected through chance variation. It does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" (ES) based on observed summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It is often desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, an ES of .20 or less is a small effect and of minimal or no educational significance; an ES of .50 is a medium effect and is of moderate educational significance; an ES of .80 or more is a large effect and has definite educational significance.

2) The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are

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[1] The formula for ES is $\frac{t \text{ computed}}{\sqrt{\text{number of subjects}}}$.

See Jacob Cohen, Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977, Chapter 2.

asked to complete four multi-choice items for each objective. An item consists of a sentence frame for which the students must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the overall number of objectives mastered, and the average number of objectives mastered per month of treatment by students in Bushwick's bilingual program. These mastery rates are reported from both fall and spring and were derived from a comparison of numbers of objectives acquired with number of months of program participation. Length of treatment (instruction time) is defined as the period of class instruction which occurred between each semester's pre- and post-testing. The maximum treatment time is, according to this definition, 62 days in the fall and 63 days in the spring; since 20 days comprise an instruction month, this equals 3.2 months each semester. Information is also provided on students' pre-test and post-test performances at each of the three test levels in each of the three grades.

3) Results from criterion-referenced tests in mathematics, science, social studies, and career awareness are reported as numbers and percentages of program students in each grade who passed teacher-made tests. These data are contrasted with mainstream students' passing rates which were obtained from school records.

4) Students' mastery of writing objectives was determined by calculating the number of objectives attained in comparison to the number of months they were in the program as recorded on a teacher-made checklist.

5) Information is provided on the attendance rate of students participating in the bilingual program compared with that of the total school population.

Although a total of 254 students participated in Bushwick's Warm Welcome Program at some point during the 1980-1981 school year, not all could be included in the data analyses. Many, of course, did not attend the program for the full school year because they entered the program late, left before the end of the school year, or were mainstreamed into non-bilingual classes. Since many of the analyses require both pre- and post-test scores, these students and any others absent on the days of testing were not included. The merging of two different data tapes (Title I with Title VII data files), entry errors on the data capture forms, and inaccuracies in the data keypunching account for other lost data. As a result, data for the CREST testings were available from 113 or more students while data for the evaluation of the Prueba de Lectura pre-post measures were obtained from only 66 students.

Table 12. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, fall)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	41	6.1	12.0	5.9	2.6	2.3
10	34	8.8	15.9	7.1	2.8	2.5
11	38	10.9	15.7	4.8	2.8	1.7
TOTALS	113	8.4	14.4	6.0	2.7	2.2

* Post-test minus pre-test.

- On the average, students mastered 6.0 objectives over the 2.7 months of fall instruction.
- Mastery rates appeared highest among tenth-grade students who acquired an average of 2.5 objectives per month of instruction. However, progress across the three grades is fairly comparable, since many of the eleventh-grade students were tested with Level III which includes only 15 (not 25) objectives. (Refer to Table 13.)

Table 13. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN *	N	PRE	POST	GAIN *	N	PRE	POST	GAIN *
9	28	5.0	11.5	6.5	11	8.2	13.3	5.1	2	10.0	12.5	2.5
10	11	7.8	16.6	8.8	20	9.8	16.5	6.7	3	6.0	9.7	3.7
11	11	9.1	15.4	6.3	12	15.1	20.9	5.8	15	8.9	11.7	2.8
TOTALS	50	6.5	13.5	7.0	43	10.9	16.9	6.0	20	8.6	11.4	2.8

NOTE: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

* Post-test minus pre-test

- The gains made by students at each of the three test levels during the 2.7 months of fall instruction were congruent with project objectives.
- The 7.0 gain at Level I is a 28 percent increase and reflects an attainment rate of 2.7 objectives per month.
- The 6.0 gain at Level II is a 24 percent increase and reflects an attainment rate of 2.2 objectives per month.
- The 2.8 gain at Level III is a 19 percent increase and reflects an attainment rate of 1.0 objectives per month. Since Level III students had higher pre-test scores (57 percent or 8.6 out of 15) than those tested with Levels I or II some gains may have been masked since there was less room for growth.

Table 14. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, spring)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	49	10.0	14.3	4.3	2.7	1.6
10	38	14.7	19.0	4.3	2.8	1.5
11	28	10.1	13.4	3.3	2.9	1.1
TOTALS	115	11.6	15.6	4.0	2.8	1.4

* Post-test minus pre-test.

. On the average, students mastered 4.0 objectives over the 2.8 months of spring instruction.

. Mastery rates appeared highest among ninth-grade students who acquired an average of 1.6 objectives per month of instruction. However, progress across the three grades is quite comparable, since many of the eleventh-grade students were tested with Level III which includes only 15 (not 25) objectives. (Refer to Table 15.)

Table 15. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN *	N	PRE	POST	GAIN *	N	PRE	POST	GAIN *
9	38	8.7	13.5	4.8	9	15.2	18.1	2.9	2	12.0	13.5	1.5
10	13	14.1	19.5	5.4	22	16.0	20.0	4.0	3	6.7	9.7	3.0
11	5	8.6	14.8	6.2	9	12.3	15.7	3.4	14	9.1	11.4	2.3
TOTALS	56	9.9	15.0	5.1	40	15.0	18.6	3.6	19	9.0	11.3	2.3

NOTE: Number of objectives for each level: Level I (25), Level II (25), Level III (15).

* Post-test minus pre-test.

- The gains made by students at each of the three test levels during the 2.8 months of spring instruction were congruent with project objectives only with students tested with Level I.
- The 5.1 gain at Level I is a 20 percent increase and reflects an attainment rate of 1.8 objectives per month.
- The 3.6 gain at Level II is a 15 percent increase and relects an attainment rate of 1.3 objectives per month.
- The 2.3 gain at Level III is a 15 percent increase and reflects an attainment rate of .8 objectives per month.
- Students' rates of progress were slightly lower in the spring than in the fall for every grade and test level except ninth-grade students tested with Level II. However, both the inclusion of data from approximately 20 students new to the program in the spring, and the "promotion" of successful students to a higher test level may mask some gains.

Table 16. Improvement of bilingual program students' writing in English as measured on a teacher-made individual student checklist.

GRADE	# OF STUDENTS	AVERAGE # OF OBJECTIVES ATTEMPTED	AVERAGE # OF OBJECTIVES MASTERED	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH	% OF STUDENTS MASTERING AT LEAST 1 OBJECTIVE/MONTH
9	66	23.3	9.9	7.3	1.4	59%
10	42	22.8	13.3	8.5	1.6	74%
11	37	19.9	12.3	8.5	1.5	86%
TOTAL	145	22.3	11.5	7.9	1.5	70%

NOTE: The highest score possible was 25.

- On the average, students mastered 11.5 objectives over the 7.9 months of treatment at a rate of 1.5 objectives per month. This rate was similar for the students taken as a group at each grade.

- The objective of significant improvement in 80 percent of the E.S.L. students was attained only at the eleventh grade where 86 percent of the students mastered at least one objective per month. Ninth-grade students fared the poorest since only 59 percent progressed at the rate of one objective per month.

Table 17. Native language reading achievement of Spanish-speaking students.

(Significance of pre-test/post-test raw score differences for students tested with Level 1 of the Prueba de Lectura)

		RAW SCORES								
		PRE-TEST		POST-TEST		DIFFERENCE	CORRELATION			
GRADE	n	M	SD	M	SD	M	PRE-TEST/POST-TEST	t	p	ES *
9	20	68.0	10.9	78.2	1.7	10.2	-.14	4.04	<.001	.90
10	6	71.0	8.3	77.7	4.4	6.7	.82	3.07	<.05	1.25
11	0	-	-	-	-	-	-	-	-	-
TOTAL	26	68.7	10.3	78.0	2.5	9.3	.15	4.68	<.0001	.92

NOTE: Form A is the pre-test, Form B is the post-test. The maximum score on Level 1 is 80.

* The effect size (ES) formula is referred to in the introduction to this section. An effect is considered educationally significant if ES is equal to or greater than .80.

. Both ninth- and tenth-grade students tested with Level 1 demonstrated significant improvement in their native language reading abilities.

. No appropriate norms are available which would indicate the percentiles or grade-level equivalents of these scores. It is clear, however, that Level 1 was inappropriate as a post-test for this group since both grades achieved average scores near the ceiling (80) of the test (78.2 and 77.7 for grades 9 and 10, respectively). It is likely that the real gains of these students were greater than their Level 1 scores indicate, since a ceiling effect operated to limit indications of their progress.

Table 18. Native language reading achievement of Spanish-speaking students.

(Significance of pre-test/post-test raw score differences for students tested with Level 2 of the Prueba de Lectura)

GRADE	n	PRETEST M	PRETEST SD	POSTTEST M	POSTTEST SD	DIFFERENCE M	CORRELATION PRETEST/POSTTEST	t	p	ES *
9	13	78.8	17.5	78.2	18.7	-1.6	.18	-.25	NS	-
10	11	78.2	14.1	86.8	8.3	8.6	.82	3.28	<.01	.99
11	16	78.7	13.8	89.2	13.3	10.5	.46	2.99	<.01	.75
TOTAL	40	78.9	14.8	85.0	14.7	6.1	.33	2.24	<.05	.35

NOTE: Form A is the pre-test, Form B is post-test. The maximum score on Level 2 is 110.

* The effect size (ES) formula is referred to in the introduction to this section. An effect is considered educationally significant if it is at least .80.

. Tenth and eleventh graders tested with Level 2 demonstrated significant ($p < .01$) improvement in their native language reading abilities. Ninth-grade students as a group demonstrated no progress when tested with the Level 2 test. However, this was largely due to two (of the 13) students whose scores dropped 40 or more points. The other 11 ninth-grade students gained an average of 6.4 points and obtained an average post-test score of 84.7.

. Only one set of norms is available from the test publishers for comparison with these students. The average score of 84.7 achieved by eleven of the ninth-grade students is equivalent to the 79th percentile of similar ninth-grade students. National norms indicate that a score of 79 is equivalent to grade level 8.0. Each of the grade 9, 10, and 11 Bushwick student groups averaged a score above this.

Table 19. Number of students attending and percent passing teacher-made examinations in mathematics.

FALL COURSES	BILINGUAL STUDENTS * GRADE 9 n	GRADE 9 % PASSING	GRADE 10 n	GRADE 10 % PASSING	GRADE 11 n	GRADE 11 % PASSING	ALL GRADES n	ALL GRADES % PASSING	MAINSTREAM STUDENTS % PASSING
Fundamental Math I	48	(27)	10	(40)	6	(83)	64	(34)	(25)
Fundamental Math II	10	(60)	20	(70)	7	(43)	37	(62)	(36)
Algebra I	4	(25)	10	(50)	15	(47)	29	(45)	(29)
Algebra II	0	-	0	-	8	(50)	8	(50)	(48)
Other Math	1	(100)	3	(100)	7	(29)	11	(55)	NA
SPRING COURSES									
Fundamental Math I	44	(57)	6	(50)	2	(50)	52	(56)	(22)
Fundamental Math II	24	(50)	10	(70)	11	(45)	45	(53)	(32)
Algebra I	8	(0)	20	(50)	9	(56)	37	(41)	(39)
Algebra II	0	-	5	(40)	7	(57)	12	(50)	(49)
Other Math	3	(67)	3	(100)	9	(100)	15	(93)	NA

* The total n of bilingual students for whom course data were available in the fall was 149, in the spring 161.

- Bilingual students' performances were equivalent to or surpassed that of mainstream students in every fall and spring mathematic course. Bilingual students did considerably better than mainstream students in the fundamental mathematics courses, although this may be due to selection factors.
- Not surprisingly, bilingual students in elective mathematics courses ("other courses") frequently performed better than those in the fundamental courses.

Table 20. Number of students attending and percent passing teacher-made examinations in science.

	BILINGUAL STUDENTS *								MAINSTREAM STUDENTS
	GRADE 9		GRADE 10		GRADE 11		ALL GRADES		
FALL COURSES	n	% PASS	n	% PASS	n	% PASS	n	% PASS	% PASS
Biology 1	-	-	25	(56)	17	(88)	42	(69)	(53)
General Science 1	13	(31)	7	(86)	2	(100)	22	(55)	(41)
Other Science	-	-	2	(50)	4	(100)	6	(83)	NA
SPRING COURSES									
Biology 2 (academic)									(75)
Biology 2 (fundamental)	**14	(50)	22	(77)	15	(93)	51	(75)	(48)
General Science 2	10	(40)	4	(100)	1	(0)	8	(53)	(42)
Other Science	2	(100)	4	(75)	6	(83)	12	(83)	NA

* The total n of bilingual students for whom data were available in the fall was 72, in the spring 80.

** Passing rates of students in these two courses were not recorded separately on the data capture forms so they are reported jointly.

. Bilingual students' performances were equivalent to or surpassed that of mainstream students in every fall and spring science course. Bilingual students did considerably better than mainstream students in the fall science classes; the performances of these two groups was more similar in the spring.

Table 21. Number of students attending and percent passing teacher-made examinations in social studies.

	BILINGUAL STUDENTS *								MAINSTREAM STUDENTS
	GRADE 9		GRADE 10		GRADE 11		ALL GRADES		
FALL COURSES	n	% PASS	n	% PASS	n	% PASS	n	% PASS	% PASS
American Studies I	0	-	1	(100)	20	(95)	21	(95)	(70)
Social Studies I	50	(76)	9	(78)	1	(100)	60	(77)	(33)
Other Social Studies Course	5	(20)	2	(50)	7	(86)	14	(57)	NA
SPRING COURSES									
World History I	53	(72)	6	(100)	1	(100)	60	(75)	(42)
Economics I	-	-	13	(54)	21	(67)	34	(62)	(77)
Other Social Studies Course	0	(0)	1	(100)	7	(86)	8	(78)	NA

* The total n of bilingual students for whom course data were available in the fall was 95, in the spring 103.

- Bilingual students' performances were markedly better than those of mainstream students in three of the four most common courses (American Studies I, Social Studies I and World History I).
- More mainstream students passed Economics I than bilingual students (77 and 62 percent, respectively).

Table 22. Improvement of bilingual program students' career awareness as assessed with a teacher-made career awareness questionnaire.

GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES CORRECT ON PRE-TEST	AVERAGE NUMBER OF OBJECTIVE CORRECT ON POST-TEST	DIFF.	t	p	ES *
9	26	14.9	17.0	2.1	2.9	> .01	.57
10	23	16.0	17.3	1.3	2.0	> .06	.27
11	19	17.5	17.9	.4	.7	NS	.09
TOTAL	68	16.0	17.4	1.4	3.5	> .001	.42

* The effect size (ES) formula appears in the introduction to this section. An effect is considered educationally significant if ES equals or is greater than .80.

Note: The total score possible on this questionnaire was 25. The same form was used for both pre-test and post-test.

. The amount of time which elapsed between administration of the pre-test and post-test was approximately 7 months. The minimal improvement evidenced in each grade was of educational significance only in grade 9 and even there was well below the program goal of mastery of one objective per month.

. Examination of the Career Awareness Questionnaire which was used to evaluate this objective indicated that it was an inappropriate instrument for this purpose. This questionnaire consisted largely of opinion statements rather than knowledge statements and, as a result, it is unsurprising that little change was noted.

Table 23. Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance: 73.2%

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t	p
9	95	76.4	22.6	+3.2	1.39	NS
10	51	86.0	12.7	+12.8	7.24	>.0001
11	53	87.1	9.2	13.9	11.01	>.0001
ALL GRADES	199	81.7	18.2	+8.5	2.81	>.0001

Note: These figures include only those students who were enrolled in the program through the end of the school year. Attendance data from 28 "no-show" students and an additional 27 students who dropped out of school during the school year were excluded from these computations.

. School-wide attendance percentages were available by grade level only for Bushwick students in the bilingual program, not for the school as a whole. The data suggest that program students attended school more regularly (81.7 percent) than non-program students (73.2 percent). Since it is unclear whether "no-show" and drop-out students were included in the computation of school-wide attendance, the 8.5 percent difference favoring bilingual students may be slightly exaggerated.

SUMMARY OF FINDINGS

Of the 254 students enrolled in Bushwick's 1980-1981 bilingual program 28 were "no show"; i.e., they were assigned to the program at the beginning of the school year but did not attend a single class. Of the 226 enrolled students who did participate in the program in some way 172 (76 percent) remained through the school year and an additional 27 students (12 percent) left the program for a legitimate reason (e.g. school transfer, mainstreamed, graduation, etc.). The remaining 27 students (12 percent) were chronic truants or were discharged for unknown reasons and are thus considered dropouts. In comparison, 568 of the approximately 2298 Bushwick student population left high school under an "over 17 years old" category by the end of the school year. Since these figures are most directly comparable no tests of statistical significance are warranted. However, it seems clear that the drop-out rate of students from Bushwick's bilingual program was no higher than that of the school as a whole and may have been slightly lower.

On the CREST, program students mastered the criteria of one objective (at Levels I and III) and two objectives (at Level II) only during the fall instructional months. Students tested at Level I met these criteria in the spring; gains at each level were partially mitigated by high spring pre-test scores.

Students in all three grades tested with either Level 1 or 2 of the Prueba de Lectura evidenced significant growth in their Spanish reading with the exception of ninth-grade students tested with Level 2.

Bilingual students' writing abilities demonstrated significant growth at a rate of 1.5 objectives mastered each month of instruction. The objective that 80 percent of program participants would master a minimum of

one objective per month was achieved by eleventh-grade students. Seventy-four percent of the tenth-grade students and 59 percent of the ninth-grade students mastered at least one objective per month.

Program participants' passing rates were equivalent to or surpassed those of mainstream students in every fall and spring mathematics course, and ranged from 34 to 62 percent in required courses.

Program participants' passing rates were equivalent to or surpassed those of mainstream students in every fall and spring science course, and ranged from 53 to 75 percent in required courses.

In three of the four social studies courses attended by most ninth- through eleventh-grade students, students in the bilingual program passed more frequently than mainstream students. Passing rates of bilingual program students ranged from 62 to 95 percent.

Little change in bilingual program students' awareness of career-related issues was evident. However, this was probably due to use of an inappropriate measure.

Program students' attendance rate (81.7 percent) was significantly higher than that of the school as a whole (73.2 percent).

VII. CONCLUSIONS AND RECOMMENDATIONS

The Bushwick High School Bilingual/Bicultural Program has successfully built on the prior bilingual program's base to further meet the needs of its target population. The instructional program is carefully designed to be appropriate to the various subgroups within this population--students in need of basic skills development, students with well developed skills in their native language, and those whose cognitive and English language skills are sufficient to allow them to participate to some extent in instruction in English.

The double thrust of the program--career education and basic competency skills--represents a well thought out, appropriate, and thoroughly integrated comprehensive plan for the education of these students. In addition, the program is staffed by a number of conscientious and competent people who demonstrate in many ways their careful attention to the details of implementing this plan, and their reflective attitude to their work. They have retained their high morale in what has been a very difficult year for the school as a whole, and have indeed provided "warm" support for the students whose learning they guide.

While commending the overall quality of the program, the following recommendations are made so that it may operate even more effectively in the remaining two years of the funding cycle:

1) The career component might be strengthened in two ways. First, it would be desirable to offer additional, more advanced business courses within the program. Second, the instrument presently in use does not adequately measure growth in the area of career skills and career awareness. An

instrument is needed that can better discriminate attitudes, information, and skills in order to properly evaluate this key component of the program.

2) In the context of goals set forth in the program proposal, there should be somewhat more stress on the use of English in the upper level bilingual classes. It is probable that this can best be done in classrooms where an educational assistant is present, since the English language abilities of the students do vary considerably.

3) The series of workshops which took place this year, while intended to address staff needs, shared this focus with other unrelated activities. While it is recognized that informal staff development works well at Bushwick, it would be advisable for formal staff development to be given more emphasis and to be conducted as a separate, intensive activity. Staff should also have the opportunity to meet for this purpose more frequently than four or five times a year.

4) Given the program's commitment to continued support of its students, including follow-up of students in mainstream classes, it is recommended that an attempt be made to systematize the process of monitoring the academic progress of these mainstreamed students. In this way potential problem areas might be identified, and the instructional design of the program fine-tuned accordingly.

5) The effort to involve parents and community in the program is of great value, and should be continued and extended, perhaps through a series of programs which focus on issues of special concern to this parent population. A student newsletter sent home to parents would be another way to inform and involve parents, as well as benefiting those students who participated in its production.

6) Outreach to the larger school community should also be a continuing priority. Here too a newletter might be one means of enhancing the dialog between the program and the Bushwick mainstream.

7) Counseling services could be even more effectively delivered if some private space were readily available. While recognizing that physical space is at a premium in most schools, it is nevertheless felt that the lack of privacy in the supportive services area presents a problem that should be addressed.

8) The program co-ordinator has pointed out that assistance with the specifics of budgeting, dealing with vendors, and other administrative details would be of great value to those newly in this position. It is recommended that in response to his suggestion the possibility of workshop for program co-ordinators and assistant co-ordinators, to be structured under the sponsorship of the Office of Bilingual Education, be explored. While this is not primarily a recommendation to the program itself, it is hoped that the program co-ordinator will also pursue this suggestion, which is an excellent one.

VIII. APPENDICES

Community Consumer Shopper's List

BUSHWICK H.S.
Ms. LOUIS SANTIAGO, PRINCIPAL
Ms. J.T. KINGSTON, R. LANGER-ADVISORS

CONSUMER EDUCATION PILOT PROJECT
BUREAU OF HOME ECONOMICS
Dr. S. GREENWALD-ASST. DIR. HOME ECO.
Mrs. H. TARAIL-PROJECT COORDINATOR

VOL. I No. 5 MARCH 2, 1981

NEW RIGHTS TO YOU UNDER CONSUMER LAW

There are a number of things that you, as a consumer, you should be aware of.

The furniture Regulation law is a new law which has come about recently. It states that when a piece of furniture is purchased, the merchant must put an approximate delivery date on the receipt The delivery date must be within 30 days of the purchase date. If within those 30 days of the purchase date you do not get your merchandise, you have three options. The first is to renegotiate your contract. The second is to ask for credit towards your next purchase (cancelling the order) or third, to ask for your money back.

And how about refund rights? Each store should have a sign informing you of these rights. The store should inform you as to whether the furniture is a final sale item or is just on sale. If there is no sign, then they are supposed to refund your money within a week's time.

Hay un numero de cosas, que usted, como consumidor debe estar alerto.

La ley de regulation de müebles es una ley nueva, la cual ha venido recientementa. Eso especifico que cuanto usted compro un mue le, el comerciante debe poner in el recibo una fecha aproximada de la entrega. La fecha de entrega no debe tardarse mas de treinta dias, despues, usted tiene tres opciones (oportunidades). La primera es renorar su contracto (fijar otra fecha).

Segundo preguntar por su credito para su proxima compra (cancelar la orden). Tercero preguntar por su dinero.

Cimo te gustaria reintegar los derechos? Cada tienda debe tener un letrero informando esos derechos. La tienda debe informale a usted, si los muebles estan en venta final o solamente estan en venta. Si no hay un letrero, la tienda esta supuesto a reintegrar su dinero dentro de una semana.

GET MORE FOR YOUR MONEY AT THE GROCERY

Vegetables, meats, and dairy products are the highest items in demand. That is the reason why they are spread out all over the store. There are also the power items. Power items are items which are high in sales and call the consumer's attention. Tomatoes are considered power items and usually have the dressings next to them, so you will buy the dressings. Dressings and other items which aren't so popular are put with power items. This is to attract your attention to the other items.

Then there are the packaged foods. People are inclined to think that packaged products are always cheaper, which isn't always true. If you compare the loose foods to the packaged ones, you may sometimes find the loose ones cheaper. Another item people are inclined to think are cheaper are the processed foods. The stores charge more for processed foods because they have things which are added in the processing.

Vegetales, carnes y productos diarios son los articulos demandados. Esta es la razón por la cual son repartidos en todo el comercio.

Hay también los articulos de más fuerza. Los articulos de fuerzas son los articulos que tienen más venta y que llaman más atención. Los tomates están considerados como unos de los articulos de fuerza, ususlamente están al lado de la salsa de ensalada, para que ustedes compren la salsa de ensalada. la salsa de ensalada y otros productos que no son populares, los ponen con articulos de fuerza. Eso es para llamar la atencion del consumidor.

Tambien hay los paquetes de comidas. las personas piensan que los productos de paquetes son siempre mas baratos, pero no siempre es verdad.

Si usted compara los productos sueltos. Con los paquetes podra notra que a veces los productos sueltos son más baratos que los productos que están procesando. Los comercios le cargan mas a los productos cuando lo están procesando porque ellos le anaden cosas cuando los procesan.

The supermarkets have what are known as eye-level displays to get the public to buy certain items. Eye-level displays have items placed to attract the attention of the public.

However, the cereals are arranged in a different way. They are placed low, so that they attract the attention of the children: the children's eye-level.

This information was supplied to us from Mrs. Ellenburg from the New York City Department of Consumer Affairs.

Los supermercados tienen los productos al nivel del ojo del consumidor para llamar la atencion y que el público compre esos productos. Los cereals están en citios especiales para llamar la atención de los niños: al nivel del ojo del niño.

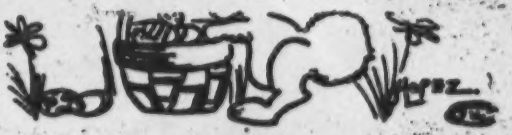
SOME FRUIT DRINK PRICES AS OF FEB. 20

BRAND	KIND	SIZE	CONSUMERS GATES AVE.	KEYFOOD MADISON/ST. NICHOLAS	KEYFOOD KNICKER-BOCKER AVE.	ASSOCIATED MYRTLE AVE.
HI-C	Apple Drink	46oz.	.83	.83	–	–
	Peach	46oz.	.83	.83	–	–
	Fruit Punch	46oz.	.83	.83	–	–
		64oz.	(bot.)	1.39	–	–
	Grape	46oz.	.89	.83	.79	–
	Wild Berry	46oz.	.85	.83	.75	–
	Citrus	46oz.	.83	.83	–	–
	Cherry	46oz.	.89	.83	.79	–
	Pineapple	46oz.	.83	.83	–	–
	Strawberry	46oz.	.83	.83	–	–
	Tangerine	46oz.	–	.83	.79	–
	Orange	46oz.	–	.83	.79	–
		64oz.	(bot.)	1.39	–	1.25
HAWAIIAN PUNCH	Red	14oz.	.85	–	–	–
	Orange	14oz.	.85	–	–	–
		49oz.	–	1.33	–	.89
		64oz.	–	1.33	–	–
	Cherry	14oz.	.85	–	–	–
		46oz.	–	.95	.79	.89
	Fruit Punch	14oz.	.85	–	–	–
	Low Sugar Fruit Punch	14oz.	.85	–	–	–
	Apple Red	14oz.	.85	–	–	–
		46oz.	–	.95	.79	–
	6- pack Red	8oz. ea.	2.19	–	–	–
	Very Berry	14oz.	.85	–	–	–
		46oz.	–	.95	–	–
		64oz.	–	(bot.) 1.33	1.39	–
	Grape	64oz.	–	(bot.) 1,33	1.39	–
		49oz.	–	–	–	.89
		46oz.	–	.95	–	–
WELCH'S	Grape Drink	16oz.	.85	–	–	–
		32oz.	–	–	–	.89
	Grape Juice	64oz.	–	(bot.) 1.33	–	–
	Red Grape	24oz.	–	–	1.21	–
DELMONTE	Pineapple	46oz.	–	.85	–	–
	Pink	46oz.	–	.85	–	–

This Community Consumer Shoppers' Sheet is supported in whole or in part by the Office of Consumer's Education, U.S. Department of Education by a grant to the Bureau of Home Economics OCE. However, the opinions expressed herein do not necessarily reflect the position of the Department of Education and no official endorsement should be inferred.

Summer

Shopper's List



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EASTER EGG COLORING: HOW THE BRANDS COMPARE

Los miembros de la Bushwick Educational Pilot project hicieron una comparacion entre Paas Egg Coloring Kit y Dudley's Shake an Egg.

Los dos grupos de estudiantes comenzaron con una docena de huevos hervidos cada uno.

El proceso que ellos pasaron para Dudley's Shake an Egg fue el siguiente: Ellos tomaron los huevos y los pusieron en la funda de papel con [illegible] incluidas en el paquete. El paquete viene con cuatro colores diferentes en polvo. Ellos vaciaron el polvo en la funda de sacudir y pusieron los huevos en la funda. Ellos cerraron las fundas y los sacudieron y tomaron el color. Despues que los huevos se secaron ellos pusieron los huevos en los hoyos que tenian las cajas que aguantaban doce huevos.

El proceso que ellos tomaron para el Paas Egg Coloring Kit fueron los siguientes: Ellos tomaron [illegible] de agua y pusieron una cucharada de vinagre en el agua entonces pusieron las pastillas colorantes en esto para que se disolvieran despues el agua tomo el color de las pastillas indicadas. Ellos entraron los huevos en el agua. Luego ellos pusieron los huevos en los espacios que trajeron las cajas para que se secaran. Las [illegible] vienen en la caja y aguantan nueve huevos.

Los de Consumer Education Pilot Project recomienda Paas Easter Egg Coloring Kit porque tienen caricaturas que se pegan al huevo, son mas divertidos porque Paas es a mitad de precio que Dudley's Shake an Egg y Paas tienen colores mas brillantes.

The members of the Bushwick Educational Pilot Project made a comparison between Paas Easter Egg Coloring Kit and Dudley's Shake an Egg.

The two groups of students started with a dozen hard boiled eggs each.

The process they went through for the Dudley's Shake-an Egg follo[illegible] They took the eggs and put them in shaker bags which came included in the package. The package comes with four different color powders. They emptied the powder in the shaker bag and put the egg in the bag. They just shook the bag and the eggs were painted. After the eggs dried they put them in the stand that comes in the box that holds twelve eggs.

The process they went through for Paas Easter Egg Coloring Kit was as follows.

They took a cup of water and put a teaspoon of vinegar and then put a tablet in this solution to dissolve it. After the water took the color of the tablet they dunked the eggs in the water. They put the eggs on the stand after it dried. The stand comes in the box and holds up to nine eggs.

The Consumer Education Pilot Project recommends Paas Easter Egg Coloring Kit because it had stickers was much more fun, and because Paas was half the price of the Dudley's Shake-an Egg and the Paas had brighter colors.

	Somer Novelty Shoppe 396 Knickerbocker Ave.	Lots of Bargains 5413 Myrtle Ave.	McCrory Myrtle/ Onderdonk & Forest	Woolworth's Myrtle/ Putnam & Wycoff
Paas Easter Egg Coloring Kit	99¢	$1.19	-	$1.19
Dudley's Shake-an-Egg	$2.79	$3.59	$2.29	$2.40

Easter Brings Traditions

If you'd ask most people why painted eggs are used during Easter, chances are they wouldn't know. Well, the members of the Bushwick H.S. Consumer Pilot Project know and are going to tell you. It first started out as an exchange of gifts given to friends by ancient Egyptians and Persians because they believed that the earth had come from a giant egg. In England, friends would write messages on colored eggs. Today eggs are filled with everything from chocolates to toys. Legend says that a poor old woman dyed some eggs and hid them from her children in a nest during a food shortage as Easter gifts for her children. As soon as the children found the eggs, a big rabbit leaped from the nest and hopped away. Word spread throughout the town that a rabbit had brought the poor woman's children Easter eggs and that is why children believe in the Easter Bunny today. The bunny and the egg represent new life.

Si usted le pregunta a muchas personas ¿pérque se usa huevos pintados en cuaresma?, probablemente no sabran. Los miembros del Consumer Filot Project de Bushwick H.S., saben el porque y se lo pueden decir Comenzo cuando habia un intercambio de regalos entre los ancianos, amigos, egipsios y los persianos porque ellos creian que la tierra habia venido de un huevo gigante. En Inglaterra los amigos mandaban mensages en los huevos pintados. Hoy los huevos estan llenos de chocolate y juguetes. La leyenda dice que una mujer pobre y vieja pinto algunos huevos y los escondio de sus ninos en un nido para darselo como regalo de cuaresma durante la escasez de comida. En seguida que los ninos encontraron los huevos un conejo grande salto del nido y se fue. Se dice por el pueblo que conejo trajo huevos de cuaresma a los ninos de la mujeres pobres. Por eso es que los ninos creen en el conejo de cuaresma. El conejo y los huevos representan vida nueva.

Let's Fice

Then Liberty to the Statue of Liberty, from
The Museum of Modern Art to the theater district.
All the pace of interest, opening hours and prices
are all listed. Just fill in the coupon below and

Bushwick High School
400 Irving Ave.
Brooklyn, New York 11237

and the Pilot Project will send you a pamphlet

Please send me a pamphlet about what to see in New York.

Name _____

Address _____

Mail to Mr. R. Langer
Bushwick H.S.
400 Irving Ave.
Brooklyn N.Y. 11237

HAPPY EASTER

Appendix B: Instruction in native language arts and the content areas (fall and spring).

Native Language Arts - Fall 1980

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Spanish For Native Speakers 2	2	19	5	Native Language Arts	Espanol 5
Spanish For Native Speakers 3	1	20	5	Native Language Arts	Español; Lengua Literatura
Spanish For Native Speakers 4	1	19	5	Native Language Arts	Conozca Su Idioma
Spanish For Native Speakers 5	2	29	5	Regents Level III Spanish	El Espanol Es Nuestra Lengua
Spanish For Native Speakers 7/8	2	25	5	Advanced Spanish	Narradores Dominicanos; Lecturas hispanoamericanas
Spring 1981					
Spanish For Native Speakers 2	2	11	5	Native Language Arts	Espanol 5
Spanish For Native Speakers 3	2	13	5	Native Language Arts	Español 7; Lengua Literatura
Spanish For Native Speakers 4	1	12	5	Native Language Arts	Conozca Su Idioma
Spanish For Native Speakers 5	1	34	5	Regents Level III Spanish	El Español Es Nuestra Lengua
Spanish For Native Speakers 6	1	39	5	Regents Level III Spanish	Tesoro Hispanico 3 yr. Wkbk.
Spanish For Native Speakers 7	1	13	5	Advanced Spanish	NarradoresDominicanos; etc.
Spanish For Native Speakers 8/9	1	18	5	Advanced Spanish	Lecturas hispanoamericanas

CONTENT AREA COURSES* - FALL 1980

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE REGISTEN	LANGUAGE(S) OF INSTRUCTION	CRITERIA FOR SELECTION OF STUDENTS	PERCENT OF MATERIALS IN NATIVE LANGUAGE
Fundamental Mathematics 1	3	24	90% Spanish > 10% English	Examination Of Record And/Or Interview and Placement Test	60%
Fundamental Mathematics 2	1	39	70% Spanish > 30% English	"	60%
Ninth-Year Mathematics 1	1	31	65% Spanish 35% English	"	40%
Ninth-Year Mathematics 2	1	17	50% Spanish 50% English	"	40%
Biology I	2	34	50% Spanish 50% English	Examination Of Record & Previous Performance	30%
General Science 1	1	29	80% Spanish > 20% English	"	75%
Social Studies 1	3	23	80% Spanish 20% English	Grad. Req. For All Students; Sometimes Interview &/Or Exam. Of Record	60%
American Studies 1	1	35	70% Spanish 30% English	"	60%
Guitar I	1	29	25% Spanish 75% English	Student's Interest	15%
Typing 1	2	31	20% Spanish 80% English	Grad. Req.; Examination Of Record	20%

* All courses met for 3 1/2 hours per week.

Spring 1981

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE REGISTER	LANGUAGE(S) OF INSTRUCTION	CRITERIA FOR SELECTION OF STUDENTS	PERCENT OF MATERIALS IN NATIVE LANGUAGE
Fundamental Mathematics 1	2	30	90% Spanish > 10% English	Examination Of Record And/Or Interview And Placement Test	60%
Fundamental Mathematics 2	1	43	70% Spanish 30% English	"	60%
Ninth-Year Mathematics 1	1	34	65% Spanish 35% English	"	40%
Biology 2	1	20	50% Spanish 50% English	Examination Of Record & Previous Performance	30%
Biology "F" 2	2	24	65-70% Spanish 30-35% English	"	50%
General Science 2	1	23	80% Spanish 20% English	"	75%
Economics 1	1	38	30% English 70% Spanish	Graduation Requirement For All Students; And/Or Examination Of Record	60%
World History 1	2	31	20% English 80% Spanish	"	60%
Ninth-Year Mathematics 2	1	15	50% Spanish 50% English	Examination Of Record And/Or Interview And Placement Test	40%

* All courses met for 3 1/2 hours per week.

APPENDIX C. Instruction in English as a second language.

	COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Fall 1980	E.S.L. 1	3	21	10	elementary E.S.L.	Access to English, I
	E.S.L. 2	2	20	10	elementary E.S.L.	Access to English, II
	E.S.L. 3	2	17	5	intermediate E.S.L.	Reading Achievement
	E.S.L. 4	1	15	5	intermediate E.S.L.	Composition Practice
	E.S.L. 5	2	15	5	advanced/transitional E.S.L.	Writing Power
	English T1	2	24	5	elementary E.S.L.	English Step by Step with Pictures
	English T2	1	32	5	elementary E.S.L.	Lado, 2
	English T3	1	34	5	intermediate E.S.L.	Lado, 3
	English T4	1	18	5	intermediate E.S.L.	Turning Point
Spring 1981	E.S.L. 1	3	15	10	elementary E.S.L.	Access to English, I
	E.S.L. 2	2	22	10	elementary E.S.L.	Access to English, II
	E.S.L. 3	2	22	5	intermediate E.S.L.	Reading Achievement
	E.S.L. 4	1	10	5	intermediate E.S.L.	Composition Practice
	E.S.L. 5/6	1	23	5	advanced/transitional E.S.L.	Moby Dick: Writing Power
	English T1	1	39	5	elementary E.S.L.	English Step by Step with Pictures
	English T2	2	20	5	elementary E.S.L.	Lado, 2
	English T3	1	20	5	intermediate E.S.L.	Lado, 3
	English T4	1	22	5	intermediate E.S.L.	Turning Point